



'Learning at the head and heart of all we do'

Intent and Implementation for reading: Jess Foley and Emily Sparkes

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| <p>Our Curriculum Intent</p> | <p>Our curriculum intent for the teaching and learning of reading adheres to our golden threads as our approach is knowledge and skills rich and text led. Skills and knowledge are planned and taught in a progressive and sequential way thus, enabling children to know more and remember more.</p> <p>The teaching of Early Reading begins through the Little Wandle programme throughout EY and Y1 which advances into reading skills taught through our progressive, text-led curriculum from Year 2 to Year 6. Our aim is for all children to be able to read competently and fluently. Our 3-Phase approach to planning encompasses explicit teaching of reading skills in a progressive and sequential way. We ensure there are carefully planned links between the skills of reading and writing to allow children to know more and remember more in both subjects and where appropriate, learning across the curriculum.</p> |
| <p>Curriculum Implementation</p> | <p>Reading in Years 2-6 is taught following a 3-Phase approach. Within each term, there are two units both of which are based on the class text. These texts are carefully selected to be of a high-quality; age-specific and diverse whilst also showing progression across the school. We consult recommended reading lists and ensure our chosen texts are appropriate for our school's demographic by completing a mapping text potential document prior to their use. From Term 5, Year 1 also transition from Early Reading/Phonics into our reading curriculum and follow this approach.</p> <p>We have chosen to teach through a 3-Phase approach which enables children to gain the appropriate knowledge needed to access the text; allows for the teaching of reading skills in a variety of way and enables the explicit teaching of comprehension skills. This teaching is designed to allow children time to practise and apply skills whilst also being exposed to a wide variety of texts. This allows children to become proficient in understanding and comprehending different genres.</p> |
| <p>Planning</p> | <p>Once the Mapping Text Potential document has been completed by class teachers to ensure the suitability of the text, a Reading/Writing planning sequence is completed for each unit. When completing this, teachers select the skills that will be taught. Objectives are taken from the Reading Coverage Trackers.</p> |

In Reading, Pre-Phase 1 is first step in each unit and ensures equity for all children by providing them with the experiences and knowledge needed in order to access and understand the text. The purpose of this is to contextualise the class text or genre being studied as the final outcome and explore key themes, structures, language choices and vocabulary. It also incorporates high-quality, linked, supplementary texts. In addition, within this phase, children are asked to explore their relationships with the texts through making links to other texts that they have read independently; thinking about how the text relates to them and how the text relates to the wider world.

Within Phase 1 Reading, children are explicitly taught the skills from the Reading Coverage Tracker. These are chosen based on the children's needs and children are given opportunities to apply these skills within Phase 2 Reading and provides stimuli for writing opportunities in the subsequent week. One example of this is children being taught to infer a character's thoughts, feelings or motives through pictures and/or text in their reading lesson. This knowledge is then applied while, for example, developing character the following week in their writing lesson. This sequential approach allows children to make progress in both Reading and Writing.

Phase 2 Reading offers opportunities for children to deepen their understanding of the text through comprehension activities. Within the fiction unit, the class text is used to base the questions on whereas in the non-fiction unit, a high-quality, age-appropriate non-fiction text is chosen to base the questions upon. Once again, these are set sequences of specific question types presented in a style similar to that of SATs questions. These sequences differ slightly between the fiction (look, clue/think, clue/think and all with a focus on word) and non-fiction (look, look, clue/think and all with a focus on word) units and teachers are given autonomy as to how these questions are asked and how the answers are recorded e.g. class discussion, paired activities or independent activities.

Reading is planned in units consisting of three phases which are taught over one week each. Reading lessons are taught 4 times per week (in Years 2-6) and weekly PowerPoints are produced which reflect the skills planned on the Reading/Writing Sequence document. Class texts are mapped out for the year with Years 1 and 2 focussing on 2 texts per term and Years 3-6 focussing on one text per term.

During the 5th reading lesson per week, classes have a reading for pleasure focus. In Years 1-4, classes share a book recommended by children with teachers ensuring the choices are high-level, age appropriate and diverse as well as having time to independently read a chosen book. In Years 5 and 6, children use the time to read a chosen text independently. Guided discussions around the texts then

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| | <p>take place covering likes and dislikes, summarising, predicting and sharing of information learned.</p> |
| <p>Outcomes</p> | <p>Please see the 'Planning' section above which details outcomes in reading.</p> <p>Outcomes in Reading in lessons are varied and can include class discussions, group tasks and picture-based tasks.</p> |
| <p>Scaffolding/supporting SEND/lowest 20%: What do we do and how does this look?</p> | <p>Our curriculum ensures that <i>'Learning is at the head and of all we do to enable ALL children to reach their full potential'</i>. In order to achieve this, scaffold and challenge is a significant part of our planning, teaching and learning.</p> <p>Depending on the needs of the children; the objectives being taught and outcomes that are expected, scaffold and challenge are explicitly planned into each lesson and are evident on the Reading/Writing Planning Sequences.</p> <p>To ensure children keep up and meet the objectives for their year group, learning is scaffolded in a variety of ways. Children are encouraged to use additional resources (such as word mats, vocabulary banks, sentence stems and dictionaries) which are given to individuals or offered on stuck zones within each classroom. Adult support (1:1 or small group work) can also ensure children keep up through the removal of barriers such as writing (to reduce cognitive load) or to chunk the learning into more manageable steps. Alternative methods of recording, such as the use of iPads are also used.</p> <p>At other times, a scaffolded outcome is provided to allow children to meet the learning objective. In other cases, children work to a learning objective that is linked, where possible, to the class LO but may come from previous year groups' objectives on the progression document. For our SEN children working well below age related expectations, personalised learning based on their individual needs is used to ensure they continue to catch up and make progress in reading.</p> <p>Challenge takes many forms and is often shown as additional tasks or altered outcomes to the rest of the class. These challenges are based on the Greater Depth criteria on the Coverage Tracker document and children are asked to extend their learning, understanding or outcome from these rather than moving on to the following year groups' objectives.</p> |

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| <p>Specific interventions linked to Reading which support learning</p> | <ul style="list-style-type: none"> - Phonics keep up sessions take place in EY – Y2 (T2). This is to address any gaps in learning to support children keeping up with whole class teaching. - Phonics catch-up sessions take place Y2 (T3) - Y6 where needed. This is to support children with any gaps in the phonics knowledge. Children will read 3 times per week as part of this intervention to help build reading fluency - Expectation that children read to adults at least once per fortnight or 3 times per week (lowest 20%) - Introduction of Herts4Reading booster group (Term 4) - Reading comprehension boosters in Year 6 to support children in unpicking the text and answering a range of comprehension questions |
| <p>Assessment</p> | <p>Children are assessed through teacher assessment and data is recorded on Pupil Asset three times per year. These judgements are made through the work in children’s books as well as the Headstart Assessments that children complete three times per year. In year 6, mock SATs are used instead of Headstart Assessments.</p> <p>Children on the SEND or PP register who are not on track through teacher assessment are also assessed using the YARC assessment each term.</p> <p>In addition, reading rankings and a Simple View of Reading document are created for each class to identify children who find it difficult to read fluently, comprehend or both.</p> |
| <p>Monitoring</p> | <p>Monitoring takes place through book scrutinies, planning scrutinites, lesson observations, learning walks and reading/writing planning meetings which occur throughout the year (see the Reading Action Plan for dates and schedules for this).</p> |
| <p>Environment</p> | <p>Evidence of reading teaching can be seen in the environment on Phase Boards and Working Walls in each classroom. Posters detailing the class text on the external door are also used.</p> <p>Reading for Pleasure is also evident throughout the school using our book nook in the KS1 corridor and shelves in each classroom.</p> |